

> **Editorial** <

**Skills Development for the
Changing World of Work**

UNESCO Member States have identified technical and vocational education and training (TVET) as a priority area within UNESCO's range of programme activities. There is overwhelming evidence to show that TVET can play an important role in promoting the economic growth and the socio-economic development of countries, with potential benefits for all sections of the community.

The type of education and skills development for employability that occurs in any particular country depends on a range of factors, such as econom-



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ic and social characteristics and development goals. If the economy in question is mainly agricultural in nature, rather than industrial, this will clearly impact on the knowledge and skills required by individuals to be gainfully employed in the country concerned. TVET systems need to be engineered (and re-engineered) to reflect this fact.

In his book, *The Third Wave*, Alvin Toffler divides human development into three 'waves'. The first wave is the *agricultural age* from about 8000 B.C. to 1700 A.D. During this lengthy period, agriculture changed, from hunting and gathering food, to 'subsistence' production (in which people consumed what they produced), to settled agriculture. This became more productive with larger farms

producing surpluses for consumption by people engaged in other occupations.

Education and training was often one-on-one with the inter-generational transmission of skills. During the past century 'modern' agriculture has become progressively industrialised, and in many countries the family farm is being replaced by large corporate farm-factories. Accordingly, agricultural education and TVET have been transformed to meet the changing needs of 'industrial' agriculture.

Moreover, information and communication technologies (ICTs) have begun to impact upon agriculture in developing countries and suggest new directions for TVET. For example, the provision of weather, crop and market information to producers, or the provision of fish-finding information to fishermen, has improved their productivity and lowered failure and accident rates.

Toffler's second wave is the *industrial age*, which he dates from 1700 A.D. to 2000 A.D. Here, a major characteristic is the separation of goods production from consumption. The industrial age witnessed the increasing specialisation of labour and the development of education and TVET institutions to train this labour. During the past half-decade, we have seen the rise and proliferation of continuing, life-long TVET, as workers adjust to changes in the workplace, the necessity to re-train for new occupations, and even new careers.

Many countries are now entering Toffler's third wave, the *information age*, with the increasing use of ICTs, and a growing demand for knowledge workers. According to Toffler, the information age most likely began in the mid-1950s when 'white collar' and service workers began to outnumber 'blue collar' workers.

The transition from one 'age' to another varies between countries and has neither been abrupt, nor all pervasive. The *agricultural age* has not

come to an end, nor is it likely to end, and similarly the *industrial age* has not ended either. Food remains a basic human need and farmers are needed to produce it. Likewise, the need for persons to produce, maintain, service and repair industrial goods and household fixtures will remain – at least for quite some time.

Such developments impact on the skills necessary for employability, and thus on the characteristics of TVET programmes. Both continuity and change in skills development for employability need to be accommodated. Therefore there will be a continuing role for 'conventional' TVET, but most likely with an increasing shift in emphasis to re-training and life-long learning.

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In Remembrance



We wish to express our condolences to the family and colleagues of Mr Pekka Aro, Director of the Department for Skills Development, International Labour Organisation (ILO). Mr Aro passed away in Beijing on 6 April 2003 after contracting the Severe Acute Respiratory Syndrome (SARS).

We greatly valued Pekka's dedication and commitment to strengthen the collaboration between the ILO and UNESCO.

Development of a Manual for TVET Educators on "Learning to Do"

The UNESCO-UNEVOC International Centre is developing – in partnership with the Asia-Pacific Network for International Education and Values Education (AP-NIEVE) and the Section for TVET of the UNESCO Bangkok Office – a manual for TVET educators on:

Learning to Do: Values for Learning and Working Together in a Globalised World: An Integrated Approach to Vocational Education and Training

The Delors Report¹ refers to education throughout life that is based on four pillars: learning to know, learning to do, learning to live together and learning to be.

The manual intends to respond to some of the recommendations of the Second International Congress on TVE (Seoul, 1999). It will particu-

larly focus on sections of the theme "The changing demands of the twenty-first century: Challenges for TVET".

It will provide TVET educators with a number of modules on core and related values for living and working together in a globalised world, including the process for an integrated approach to TVET. The manual will guide TVET educators to a detailed and in depth understanding of the values in education. It will make trainers more confident and empowered to integrate this process

into TVET curricula and learning packages.

In the coming months we will conduct, in coordination with our partners, a series of consultation meetings with the team leaders of UNEVOC Centres in the South Asia and Pacific regions.

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The "Learning to Do" Pillar

In addition to learning to do a job and thus acquiring occupational skills it should, more generally, involve the acquisition of know-how that enables people to deal with a variety of situations, often unforeseeable. It should also enable them to work in teams, a feature currently not receiving enough attention in the available educational methods. In many cases such competences and skills are more readily obtained if pupils and students have the opportunity to practice and develop their abilities through work experience schemes whilst still in education. Consequently there should be an increased importance attached to all methods of alternating study and work.

The UNEVOC NETWORK

The UNEVOC Network offers UNEVOC (Associate) Centres the opportunity to share knowledge and exchange experiences and information on issues related to technical and vocational education and training (TVET).

The UNESCO-UNEVOC International Centre collaborates closely with national UNEVOC (Associate) Centres in order to transform the UNEVOC Network into an international framework for common support and cooperation in TVET. Its aim is to strengthen communication capacities of UNEVOC (Associate) Centres in less privileged communication environments.

Questionnaire

In 2002 a questionnaire was forwarded to the then 205 UNEVOC (Associate) Centres. We were interested in their views on the "Future Outlook and Prospects of the UNEVOC Network". Their reactions are important to prepare a strategy for the next biennium and to utilise the Network's potential to the maximum.

We have received 67 reactions (58 in English and 9 in French). The response rate per region is as follows: Africa (25%), Arab States (16%), Asia and the Pacific (52%), Europe (44%) and Latin America and the Caribbean (5%). Feedback from more UNEVOC (Associate) Centres would still be welcomed.

Initial findings

There is a clear wish to reinforce the contacts among the various Centres at both the regional and international levels. Regular meetings are considered vital for the promotion and execution of cooperative activities at the regional level. An interesting observation is the repeated interest in regular reporting on activities carried out by the National Centres. Most Centres seem to benefit well from the E-Forum services facilitated by the UNESCO-UNEVOC International Centre. However, the ways of participation in the UNEVOC Network vary widely. While some Centres are in a position to organise workshops and activities at the regional level, others merely see themselves as "consumers" of the information provided.

We will therefore explore possibilities for organising meetings to strengthen the capability of staff in executing UNEVOC Network related activities. Reinforced efforts by all parties concerned can contribute to a better sharing of knowledge, experiences and information on issues related to TVET.

Expansion of the UNEVOC Network

We believe that each Member State should have a national representative in the UNEVOC Network who is proactive in the field of TVET. We are currently inviting the National Commissions for UNESCO of Member States who have not yet joined the UNEVOC Network to nominate such an Institution. Non-participating Member States are encouraged and invited to contact the UNESCO-

UNEVOC Centres By Region

Region	MS	MS-P	P-1	UN-C	UN-A	UN-T	P-2
Africa	44	37	84	36	19	55	25
Arab States	11	11	100	11	9	20	9
Asia and the Pacific	41	35	85	37	10	47	21
Europe	46	40	87	40	14	54	24
Latin America and the Caribbean	33	20	61	20	7	27	12
Africa/Arab States *	9	7	78	7	7	14	6
Asia and the Pacific/Europe *	4	3	75	3	4	7	3
Total	188	153	81	154	70	224	100

* These include countries that are not readily placed in only one region according to decisions taken by the General Conference of UNESCO.

MS: Number of Member States
MS-P: Number of Participating Member States
P-1: Percentage of Participating Member States
UN-C: Number of UNEVOC Centres
UN-A: Number of UNEVOC Associate Centres
UN-T: Total Number of UNEVOC (Associate) Centres
P-2: Percentage of National Centres vs. Grand Total of Centres

UNEVOC International Centre on this issue.

Since July 2002 a total of 14 countries joined the UNEVOC Network (Chile, Comoros, Dominica, Eritrea, Estonia, Ghana, Palau, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, United Kingdom of Great Britain and Northern Ireland, Uruguay, Venezuela and the former Yugoslav Republic of Macedonia). Both Canada and Malta have nominated an As-

sociate Centre. There are now 224 UNEVOC (Associate) Centres in 153 Member States.

New Directory

An updated directory will be forwarded to each UNEVOC (Associate) Centre in the near future. Kindly check the details about your Institution and inform us promptly about any changes in the given data.

More information

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Mr P. M. Leelaratne from the UNEVOC Centre in Sri Lanka was awarded a visiting fellowship to assist the UNESCO-UNEVOC International Centre with the analysis of the received questionnaire forms. He also helped with the preparation of a strategy for the immediate future.



From 28-29 April the UNESCO-UNEVOC International Centre hosted the ninth meeting of the Working Group for International Cooperation in Skills Development. The Working Group is the Forum in which development cooperation agencies meet to discuss important issues in the field of vocational education and training and skills development.



Working Group for International Cooperation in Skills Development

The main focus of the meeting was on the theme "skills for life and for work". There were a number of excellent presentations on international and national initiatives to develop or measure a range of generic skills. Strikingly, the motivations for such programmes varied considerably. Some were explicitly about livelihood issues and the need to adjust to a rapidly changing economic environment. Others were

concerned with broader issues of social cohesion and integration. However, considering the broader importance of such programmes, it is noteworthy that UN agencies showed greater interest in such skills than bilateral agencies did.

One session was also devoted to revisiting the World Bank's draft study report on "Skills Development in Sub-Saharan Africa", an earlier draft

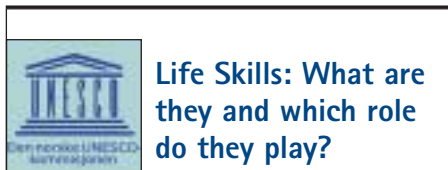
having been the subject of the previous meeting of the Group. Arvil Van Adams (World Bank) presented the revised draft of the report and responses came from Simon McGrath (Human Sciences Research Council, South Africa); David Atchoarena (UNESCO International Institute for Educational Planning); and Jean-Marie Byll (Association for the Development of Education in Africa).

On a somber note, the Working Group expressed their condolences to the family and colleagues of Pekka Aro, ILO. Pekka would have been a participant but passed away of SARS in Beijing in early April.

The report from the meeting will be available at www.vetnet.ch/wg/activities.htm

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The UNESCO-UNEVOC International Centre, in conjunction with the above mentioned meeting, organised a special session entitled "Life Skills: A Bridge between Education and Training? Voices from the Field" on 30 April. The focus was on inside stories from ongoing efforts in the area of training for life skills in the field.



Voices from the Field Participants

The question raised in the title, whether life skills can be a bridge between education and training, was never really adequately answered. It be-

came clear, however, that the question might be premature. Some suggested that perhaps life skills is the bridge between education and work. Other speakers did not address the question at all, not necessarily because the question is irrelevant, but simply because another fundamental question had to be answered first. That question was: What do we mean by life skills?

Based on the presentations from the field it was clear that the interpretations regarding which skills are considered life skills, vary considerably. Skills mentioned by the speakers from the United Republic of Tanzania, Mongolia, Yemen, Sri Lanka and Kazakhstan included:

- >> Knowledge and behaviour needed to prevent the spread of HIV/AIDS in the United Republic of Tanzania;
- >> Health, financial management and communication skills in Mongolia;
- >> Decision making, critical thinking, stress and time management in Yemen;

- >> Key competencies needed to get and keep a job in the informal sector, including management of resources, teamwork, communication skills and computer skills in Sri Lanka; and

- >> Market skills in Kazakhstan.

The list is not meant to be all-inclusive, but to illustrate the broad range of skills discussed. There was general agreement that what is considered a life skill in one context, might be a basic skill in a second setting and a technical skill in yet a third context. In view of the focus on life skills in the Education for All (EFA) documents, it seemed timely to discuss the topic. It also seemed clear, however, that both the question of what life skills are and what role they play, are questions that need further examination. The answer to those questions are held, at least in part, by the actors in the field.

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TVET Trainers Workshop in the SADC Sub-region

From 18-20 March the UNESCO Office in Dakar (BREDA), in collaboration with the UNESCO-UNEVOC International Centre and the Industrial and Vocational Training Board (IVTB) of Mauritius, organised a workshop on the Status and Needs of Training of TVET Trainers in the Southern African Development Community (SADC) Sub-region.

The primary objectives of the workshop were to: i) examine the status and situation of training of trainers in the TVET sectors in the respective countries; and ii) propose an Action Plan highlighting the different activities which could be organised to support and strengthen the UNEVOC network in the SADC Sub-region by focusing on the training of trainers.

By organising the workshop, UNESCO associated itself with the efforts in the SADC Sub-region aimed at upgrading the quality of TVET trainers. The workshop was in every sense an opportunity for UNESCO to demonstrate its visibility in the activities of Member States. Given that TVET is

rightly considered an integral part of the global EFA Initiative, UNESCO is determined to strengthen TVET as a whole and enhance training facilities for all, especially in developing countries. This comes at a time when Member States are getting increasingly concerned about how to address the tremendous challenges facing young people today, caused by the impact of the knowledge society, the new economy and the increasing demand for specialised technical and vocational skills and competences.

The workshop was opened by Hon. Sangeet Fowdar, Minister for Training, Skills Development, Employment and Productivity of Mauritius in the presence of: Hon. Dr. Pius Y. Ng' Wandu, Minister



Participants at the workshop in the SADC Sub-region

for Science, Technology and Higher Education of Tanzania / Chairman of MINEDAF VIII; Mr Armoogum Parsuramen, Director, UNESCO/BREDA; Mr Hans Krönner, Chief, Information and Networks, UNESCO-UNEVOC International Centre; Mr Dan Bundhoo, Chairman, IVTB Council; and Mr Roland Dubois, Director, IVTB. They all underscored the significance of technical and vocational skills and competences in socio-economic development. This unique event brought together representatives of the UNEVOC (Associate) Centres from Botswana, Malawi, Mauritius, Mozambique, Namibia, Seychelles and Zambia.

The participants gave adequate attention to the various problems facing the training of TVET trainers in the sub-region and the interventions that would be required both at the country and sub-regional levels. This gave rise to an Action Plan for the training of TVET trainers in the SADC Sub-region, which is foreseen for implementation during 2004/2005.

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Skills for Rural Development: a Rising Challenge on the TVET Agenda

It is increasingly recognised that education and training need to be placed at the forefront of the rural development agenda in order to fight extreme poverty and hunger in rural areas. In this context, the implications of the transformation of rural labour markets for skill development are critical.

Traditionally, agriculture has been considered as the main sector for employment creation in ru-



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ral areas. Hence, for many people, "rurality" and "agriculture" are synonymous. Yet, in most countries, training for agriculture, as an explicit goal, is increasingly challenged by the need to prepare for non-farming employment as well as strategies to cope with a rapidly changing en-

vironment. Increasingly, policy-makers realise that the job creation potential in the farming sector is limited and that new sources of rural employment will be required in the future.

The transformation of rural labour markets has much to do with domestic and external macro-economic pressures. In the context of globalisation, the degree of vulnerability of agriculture and therefore of rural labour markets to international economic change is greater.

Available information shows that non-farm employment and income are significant in rural areas. It is estimated that in Sub-Saharan Africa and Latin America about 40%-45% of average rural household incomes originate from non-farming activities. This share already represents around 30%-40% in South Asia. In Bangladesh, a country where about 80% of the population is rural, the relative size of the rural non-farming sector in the labour market is substantial and has been growing. Similarly, the country experienced a corresponding increase in rural non-farming income. In this context, further development of the non-farming rural activities is seen as an important strategy to reduce the incidence of rural poverty.

Although the rise of the non-farming rural economy seems to be a global trend, the nature of the activities involved varies from country to country. In Sub-Saharan Africa and South Asia, where rural poverty is widespread, non-farming activities remain closely linked to agriculture and poorly related to the urban economy. In Latin America, where the rural population represents a lower percentage of the total population, light manufacturing is growing in rural areas within the framework of increasing urban/rural economic linkages. This pattern is even more prominent in East and South East Asia, where the rural non-farming economy combines various types of agriculture with more advanced forms of manufacturing.

Farm-specific training is likely to contribute to maintaining a labour force in the agricultural sector and to higher agricultural productivity. But education and training are also found to be among the most important determinants of non-farming work. The increasing educational attainment levels in rural areas can open access to higher non-farming wages. In OECD countries, the higher average education levels of women at farms contributed to increasing female off-farm work.

In this context, a major concern is that non-farming activities are difficult to access for the rural poor, partly due to their low level of education and training. Another dimension of the

problem relates to the capacity of the rural space to retain the most educated people in the workforce. While improving basic education in rural areas is crucial, it should also involve broader training for developing economic activities beyond agriculture in rural areas.

The rapid transformation of rural labour markets implies that delivery systems should respond to the needs of rural people engaged in a wide range of economic activities, agricultural as well as industrial, tourism and other services. However, the provision of technical skills is often not capable of addressing the needs of rural labour

markets. This represents a key challenge for TVET systems and policies in many developing countries, or those in transition where the majority of the poor and the workforce are rural in nature.

Those issues, together with a broader perspective of the linkages between education and rural development, were recently reviewed in a study conducted by the Food and Agricultural Organisation (FAO) and the UNESCO International Institute for Educational Planning (IIEP). The results of the study and their relevance and implications for Asia – the world's most popu-

lous region in both general and rural terms – were discussed at a regional FAO and UNESCO/IIEP policy seminar which took place in November 2002, in Bangkok (Thailand). The report of the Bangkok seminar is available², and the results of the international study will be published by mid 2003.

More information

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> UNESCO-UNEVOC Outreach Programme <

Innovations in Basic Education in India

On 10 March the UNESCO-UNEVOC International Centre organised a seminar on innovations in basic education in India, which was presented by Mr Anil Bordia.

During colonial rule in India the British introduced a system of education to prepare personnel to maintain the *Raj*. Several initiatives were taken to provide education that was adjusted to India's cultural traditions and people's needs. The most prominent among them were Gandhian basic education, Islamic madrassahs and gurukuls (abodes of gurus). Despite the association of eminent leaders of the freedom movement, these initiatives remained marginal – the British Indian education system held sway.

Even after India attained freedom in 1947, the old educational system remained, with few changes. It has tended to emphasize the class and caste divisions. There have been many attempts to in-

troduce initiatives that could move away from the established educational pattern.

Mr Bordia talked about the following recent innovations in India.

- >> A programme for the elimination of child labour and to bring into schools all children up to 14 years of age in Andhra Pradesh (initiated by MV Foundation)
- >> *Lok Jumbish* (literally, people's movement) Programme to renew primary education in Rajasthan with a focus on gender equity. The main strategies are to generate a demand for education, school mapping, and to decentralise the ability to respond to specific needs.
- >> *The Education Guarantee Scheme* of Madhya Pradesh
A programme that relies on the government to respond to community demands by providing the minimum of essential facilities for primary education.

- >> *Doosra Dashak* (literally, the second decade)
This is a programme to establish relevant education and the empowerment of persons in the 11-20 years age group and to make education a lever for larger social and economic



Anil Bordia on innovations in basic education in India

More information

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EFA Global Monitoring Report 2002

The Education for All (EFA) Global Monitoring Report 2002 is an outcome of the World Education Forum held in Dakar, Senegal (2000). It is an annual report, prepared by an international and independent team based at UNESCO in Paris working closely with the UNESCO Institute for Statistics. The primary purpose of the Report is to monitor progress towards the achievement of the six EFA goals and the Millennium Development Goals (MDGs) for education. In addition, it also highlights effective policies and strategies and alerts the global community to emerging challenges for action and cooperation. It is designed to chart a challenging framework for reform.



The EFA Global Monitoring report 2002 presented by Steve Packer

Mr Steve Packer gave a seminar about this report on 27 May. He focused on the commitments that were made in Dakar and their implications for national and international policy and practice. He examined progress towards EFA over the past decade and paid particular attention to the

EFA goals that have quantitative targets. Mr Packer also mentioned the challenge of mapping progress for those goals where conceptual clarity and well-developed indicators are lacking, including the areas of life skills and life-long adult learning. Finally he included references to issues of international accountability and the extent to which the EFA Report can play a significant part in this process.

More information

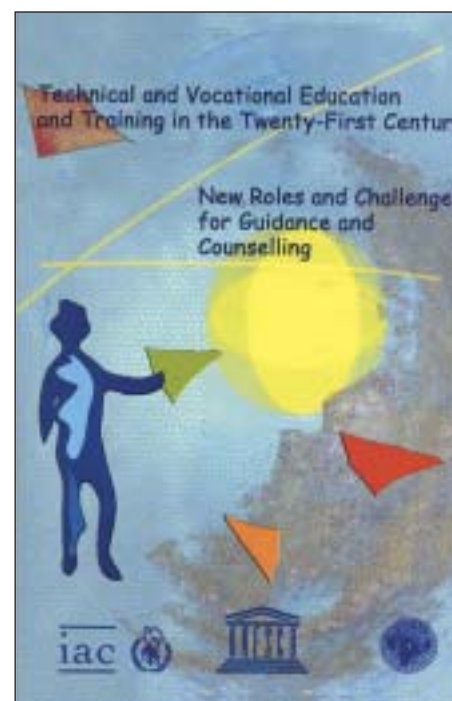
The report can be found at
http://www.unesco.org/education/efa/monitoring/monitoring_2002.shtml

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**New UNESCO Publication
on Guidance and Counselling
for TVET**

the world of work is evident in many countries to varying degrees. It is particularly prevalent in developing countries where employment in government and the private sector is diminishing yet the earning potential in vocational areas remains unexploited. This situation may be attributed to traditionally held values that accord general education much higher esteem than TVET. However, the economic reality today is that skilled TVET graduates are more likely to find work than their counterparts who have completed general secondary education. Furthermore, the introduction of information and communication technology in many vocational areas is making TVET more attractive to young people.



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While guidance and counselling is an easily accessible service in many developed countries, its benefits are yet to be adequately exploited in the developing world. In some countries it may even be considered a luxury that is set aside indefinitely in the face of more vital services that must be provided within diminishing budgets" says John Daniel, UNESCO's Assistant Director-General for Education, in his preface in a new monograph³ recently published by the Section for Technical and Vocational Education.

It is precisely this need for guidance and counselling services in developing countries that the monograph seeks to address. It is intended to help strengthen services that already exist and to initiate such services in countries that lack them. As the Assistant Director-General adds, guidance and counselling can help to optimise the use of resources in developing countries by streaming learners according to their talents and abilities.

A mismatch between education and the needs of

These are some of the issues that may be addressed through life and career guidance and counselling programmes in developing countries. Effective programmes could encourage more young people to opt for TVET and also contribute to reversing its inferior status. Guidance and Counselling can also help developing countries to make the best use of their human capacity building budgets by streaming learners according to their particular talents and aptitudes. It is hoped that this new monograph will not only be a useful resource for students and practitioners of guidance and counselling, but to all TVET stakeholders.

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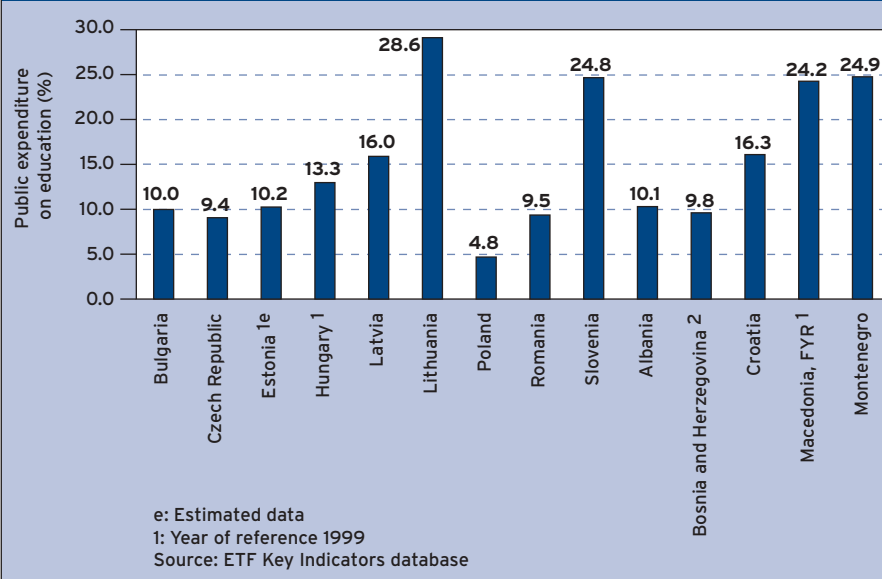
**ETF publishes
Key Indicators 2002**

Since 1996 the European Training Foundation (ETF) has undertaken regular collection and publication of key indicators from a wide range of essential areas. It is now a useful tool for analysis and measurement, focusing on access and participation to vocational education and training (VET), programme spending patterns and labour market developments.

The 2002 edition of *Key Indicators*⁴ analyses the latest data collected from countries in Central and Eastern Europe through the ETF's network of National Observatories, supplemented by Eurostat and OECD data.

The need for sophisticated analysis beyond broad, but useful figures is demonstrated by the pressures on shifting labour markets in future member states as economic and social reforms begin to have an impact. Growing diversity in educa-

Public expenditure on education as a percentage of total public expenditure (2000)



tional provision, in response to an increasingly varied demand for skills, calls for carefully tailored statistics. Changes in participation rates and attainment levels in education and training may indicate, for example, that more young people under 20 are pursuing general or vocational qualifications at upper secondary level (such as the Czech Republic's figure of more than 80% of basic education graduates going onto secondary VET – one of Europe's highest rates), but fail to reveal nuances in equality of access or benefit.

This is where the ETF's *Key Indicators* step in. They show, for example, the wide disparity that exists between VET enrolment patterns for men and women between the Republic of Estonia and

Romania. Measurement issues, such as the difference between registered versus survey data, common problems in reporting finance indicators and how to capture data on employment policy expenditure, are all addressed.

Resource allocation in VET across Central and Eastern European countries remains a key issue and how this is measured may be critical to policy decisions: education spending is often measured as a percentage of GDP, giving a range in the future member states from 7% in the Republic of Estonia to under 4% in Romania. The degree of a government's commitment to education may be revealed better when measured as a proportion of total national public expendi-

ture. In the Republic of Lithuania and the Republic of Slovenia spending under this measure runs higher than 25% – more than twice the EU average.

Further refining the measurement and evaluation of VET and labour market trends will continue to be a challenge as the EU expands.

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Africa Drive Project (ADP)

The Africa Drive Project (ADP) presents an exciting opportunity for South Africa to meet several of its significant social, economic and educational challenges. In particular it will provide South African educators with the skills and knowledge necessary to offer the community relevant and up-to-date education and training. It will do so by using innovative learning strategies based on effective, efficient and appropriate combinations of learning modes and technologies.

The South African Education and Training System is presently confronted with a serious shortage of qualified primary and secondary school educators, particularly in the strategically important learning areas of physical science, biology, ICT, mathematics and entrepreneurship. In addition to the necessary expertise, a working knowledge of English is essential to teach and learn in these areas. For most educators this causes a further barrier to the provision of quality learning.

This serious situation has resulted in President Thabo Mbeki calling for development efforts to focus on the education and training needs of educators and to upgrade and up skill in-service primary and secondary school educators.

The University of North-West, in a Public Private Partnership with SAP AG Corporate Research, the Department of Education of the North-West Province, the German Agency for Technical Cooperation (GTZ), Telkom and various other local and international partners, has initiated the "Africa Drive Project (ADP)" in order to address this education crisis in South Africa.

ADP will develop, test and roll out new blended learner-centred learning strategies, focusing on e-Learning, for educators in the North-West Province of South Africa. This strategy will draw from international developments and experiences in the areas of education and training, particularly from the SAP AG experience in Germany with the LifeLongLearning (L3) Project. The objective is to develop a solution appropriate for and applicable to a developing society.

The ADP views technology as an exciting solu-

“Special attention will need to be given to the compelling evidence that the country has a critical shortage of mathematics, science and language teachers, and to the demands of the new information and communication technologies (ICTs)”

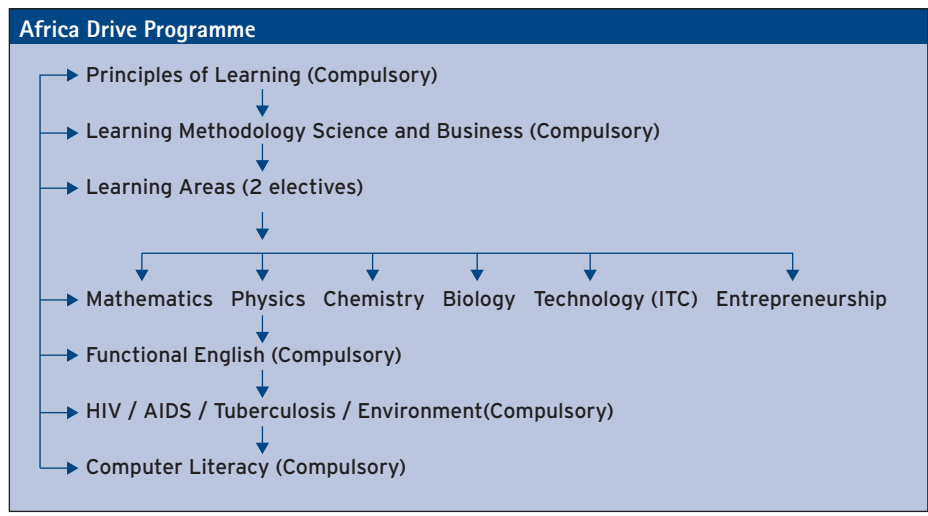
President Thabo Mbeki, 2000

tion to Africa's significant challenges. Combining strengths and resources, the ADP and the University are currently in the final phase of developing a model to introduce innovative learning strategies. This initiative will target educators to provide them with the skills and knowledge needed to offer communities relevant and quality education and training in the key areas mentioned, bringing best practice education to those who previously were denied access.

Through our commitment to education and training, we understand that the common culture of teaching has not changed much since its inception. Together with local and global assistance, we will change the face of learning and build individual, tailored learning models to suit the needs of each and every learner. The key to this statement is to begin with and to focus on the trainer.

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> Inside UNESCO-UNEVOC International Centre <

Visitors to the Centre

March 2003

Anil Bordia, India.

Prof. John Webb, Professor of Chemistry, Murdoch University, Australia.

April 2003

Monika K. Aring, Executive Director, Center on Education and Training for Employment, Ohio State University, USA.

Suk-Min Chang, Senior Research Fellow, KRIVET, The Republic of Korea.

Hans-Joachim Daerr, Director General for Global Issues, the United Nations, Human Rights and Humanitarian Aid, Federal Foreign Office, Germany.

Leopold Reif, Hoffmann & Reif Consultancy with Sebastian Hoffmann, Independent eLearning/IT-Consultant, Germany.

Klaudia Martini, Vorstand Unternehmenskommunikation, Adam Opel AG, Germany.

Dr. Liu Jinghui, Embassy of China, Germany.

Heike Drotbohn, Researcher, Germany.

P. M. Leelaratne, Additional Secretary, VET Policy & Planning, Ministry of Tertiary Education and Training, Sri Lanka.

Klaus Sodeman, Senior Adviser, Technical Education and Vocational Training, the German Agency for Technical Cooperation (GTZ), Germany.

Staff News

Since April 2003 three interns joined the Centre from Germany, Singapore and Turkey.

May 2003

A delegation from India led by N. MD. Farook, Minister for Higher Education, Hyderabad.

Steve Packer, Deputy Director, Independent EFA Global Monitoring Report Team, UNESCO HQ, France.

June 2003

Visit of a group of Nordic teachers led by Dr. rer. pol. Jan Ulrich Claus from the Gustav-Stresemann Institut e.V.

Klaus Sodemann, Senior Adviser, Technical Education and Vocational Training, the German Agency for Technical Cooperation (GTZ) and Andreas Baaden, German Commission for UNESCO, Germany.

Visit of a group of students from African, Arab, Asian and Latin America countries led by Susanne Berlich de Arroyo, Studienbegleitprogramm für ausländische Studierende an niedersächsischen Hochschulen (STUBE).

Kamalesh Sharma, Special Representative of UN Secretary-General for East Timor.



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1 *Learning : the Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century / by Jacques Delors et al. - UNESCO, 1998, 266 p., ISBN 9231034707*

2 *Education for rural development in Asia: Experiences and policy lessons. FAO / UNESCO Seminar, Bangkok, Thailand, 5-7 November 2002, 164 p. (PDF available at http://www.unesco.org/iiep/PDF/FAO_UNESCO.pdf)*

3 *Technical and Vocational Education and Training in the Twenty-First Century - New Roles and Challenges for Guidance and Counselling. UNESCO, 2002, 147 p., ED-2003/WS/4*

4 *Key Indicators 2002 in Central and Eastern Europe / ETF, Turin, 2002, ISBN: 9291572896*

> Forthcoming Events <

IAEVG Conference 2003 in Switzerland: Quality development in vocational counselling and training



Date: 03-06 September 2003; Berne; Switzerland; Languages: English, French, German

Organiser: Schweizerischer Verband für Berufsberatung SVB/ASOSP, Schweizerische Arbeitsgemeinschaft für akademische Berufs- und Studienberatung AGAB/ASOU, Internatio-

More information

An updated list of forthcoming events can be found at www.unevoc.unesco.org/events.

nal Association for Educational and Vocational Guidance AIOSP/IAEVG Scientific Committee

Information: Conference Secretariat: Spectrum-Events AG, fax.: [+41] 12513149, email: berne-2003@spectrum-ch.com, Website: <http://www.aiosp-berne.ch>